

A CONTENT ANALYSIS OF THREE PROFESSIONAL  
TEXTBOOKS ON METHODS OF TEACHING MENTALLY  
RETARDED CHILDREN

A THESIS  
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### DEDICATION

This thesis is dedicated to my husband, Mr. Henry James Wright III, who was so patient and understanding, and to my beloved family, and to my parents, Mr. Samuel A. Peters and Mrs. Sarah A. Peters, who directed my early endeavors and inspired me to ever search for the good, the true, the beautiful, and when found, to cherish them forever.

F.P.W.

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## TABLE OF CONTENTS

|   | Page |
|---|------|
| DEDICATION . . . . .                                  | iii  |
| ACKNOWLEDGEMENT . . . . .                             | iv   |
| LIST OF TABLES . . . . .                              | vii  |
|   |      |
| Chapter   |      |
| I     INTRODUCTION . . . . .                          | 1    |
| Rationale   |      |
| Evolution of the Problem                              |      |
| Contribution to Educational Knowledge                 |      |
| Statement of the Problem                              |      |
| Purpose of the Study                                  |      |
| Limitation of the Study                               |      |
| Definition of Terms                                   |      |
| Locale and Period of Study                            |      |
| Method of Research                                    |      |
| Description of Subjects and Materials                 |      |
| Procedures  |      |
| Survey of Related Literature                          |      |
| Summary of Related Literature                         |      |
| II     PRESENTATION AND ANALYSIS OF DATA . . . . .    | 17   |
| Foreword  |      |
| Introduction  |      |
| Operational Steps Used in Securing the Data           |      |
| Identification and Organization of Materials          |      |
| Reliability of the Data                               |      |
| Tabular Data  |      |
| III    SUMMARY, CONCLUSIONS, IMPLICATIONS AND . . . . | 32   |
| RECOMMENDATIONS                                       |      |
| Introduction  |      |
| Recapitulation of Basic Conceptulization              |      |
| Recapitulation of the Research Design                 |      |
| Summary of Related Literature                         |      |
| Summary of Basic Findings                             |      |

## TABLE OF CONTENTS (Continued)

|                        | Page |
|------------------------|------|
| Conclusions            |      |
| Implications           |      |
| Recommendations        |      |
| APPENDIX . . . . .     | 39   |
| Book List              |      |
| Check List             |      |
| BIBLIOGRAPHY . . . . . | 45   |
| VITA . . . . .         | 48   |

## LIST OF TABLES

| Table   | Page |
|---|------|
| 1. Pages and Per Cent of Concepts Treated<br>and Not Treated in Textbooks . . . . . | 26   |
| 2. Concept Rating According to Check List,<br>Textbook I . . . . .                  | 26   |
| 3. Concept Rating According to Check List,<br>Textbook II . . . . .                 | 27   |
| 4. Concept Rating According to Check List,<br>Textbook III . . . . .                | 28   |
| 5. Qualitative Interpretation of Three<br>Professional Textbooks . . . . .          | 29   |
| 6. Rank Order of Six Concepts or Area . . . . .                                     | 30   |

## CHAPTER I

### INTRODUCTION

Rationale.--Early in our history the education of the retarded child was the function of the home or of the institution. Today it is commonly accepted as being a function of the school.

After the compulsory laws were passed in the latter part of the nineteenth century the schools found more and more mentally retarded children in attendance. Since many of these children were so retarded that they could receive little benefit from the regular school curriculum, teachers, administrators, and others associated with public school education realized that some type of special facilities would have to be provided to meet this problem. It was recognized that educating these children who could not learn as fast as the average child was the responsibility of the community and the state. Since the mentally retarded could not benefit sufficiently from the instruction they received in the regular classes, some type of adapted instruction became necessary. As a result, the first special classes were organized for retarded children at the turn of the century. Marked growth of public school special classes has followed their initial organization.

Only fifty years later, almost one hundred thousand retarded children were in attendance, and there is no reason to suspect that this growth has ceased.

The legislatures of many states are now appropriating sums of money for the organization of classes for retarded children in the public schools. The number of states having legislation designed to aid this group is steadily increasing.

Educating retarded children by appropriate procedures has been shown to be of value to the individual and to society. Through an educational program adapted to the individual and to society.<sup>1</sup>

During the 19th century and the beginning of the 20th century many workers in the field of mental deficiency hoped to be able to improve through training the intellectual functioning of mentally retarded children. Beginning with Itard and continuing through the work of Dequin, Montessori, and DeCroly, an optimistic note was sounded. These workers believed that adequate education will improve the development of retarded children. Then came the work of Alfred Binet and his development of a method of measuring intelligence.<sup>2</sup>

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<sup>1</sup>Samuel A. Kirk, Educating the Retarded Child (Cambridge, Massachusetts: Houghton Mifflin Company, 1951). p. 7.

<sup>2</sup>Samuel A. Kirk, The Tutoring of Brain-Injured Mentally Retarded Children (Springfield, Illinois: Charles C. Thomas Publisher, 1960). p. 5.



The necessity for providing adequate and appropriate kinds of educational experience for all children has been steadily becoming more and more acute. Today it has reached a point where educators are more anxious to arrive at a satisfactory solution. The need for the solution has, in a sense, been forced upon the schools by legislation, general public clamor, and world events. There is a widespread demand that there be an elimination, or at least a reduction, of numbers of the sociological problems precipitated by inadequately and inappropriately trained persons.

Educators, in a sense, are responsible for much of the furor that is being directed against them. Education should and must reflect the philosophy of the society in which it exists. Unfortunately, however, it has in many ways actually encouraged lay persons to define the specific kinds of experiences and methods that shall be required to best educate future citizens to take their appropriate roles in this society.

The child who is mentally retarded presents a fascinating and disturbing puzzle to many specialists in the areas of medicine, psychology, and education. One group of specialists, the neurologist, biochemist, physiologist and experimental psychologist, are particularly interested in what information can be obtained from brain-injured individuals that could add to our limited knowledge of how the brain and the central nervous

system function.<sup>1</sup>

The writer feels that it is very important for a teacher to have a good background in methods of teaching the mentally retarded child. These methods for stimulating and teaching mentally retarded children are the same as for normal children, although special approaches are emphasized in teaching the retarded.

The schools of our country are dedicated to the education of all children of all the people. This is an ideal towards which we progress year by year. Teachers, administrators, school board members and citizens have this ideal before them and are trying to realize it. We have worked hard to overcome the barrier of ignorance on the part of many citizens as to the need for education.

It has been estimated that twenty per cent or more of all children are handicapped in some way.

The fundamental problem related to the provision of appropriate and satisfying school experiences for the retarded is in the area of curriculum development. Yet, of the hundred of articles and pamphlets related to the education of the retarded, few have approached the problem in this way except in a fragmented fashion.

As one observes the operations of schools in general, it appears that educational thinking in the area of methods

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<sup>1</sup>Edward Dolch, Helping Handicapped Children in School (Champaign, Illinois: The Garrard Press, 1948). p. 6.

has become stereotyped to the detriment of children who do not fit into the "average" or "normal" part of the population. Curriculum, traditionally, has been evolved in a number of different ways, but whenever methodology has been used, a general curriculum, theoretically applicable for all children of a specific area or academic developmental level has usually been the result. These methods may be developed by teacher committees for use within a specific school, or may be "guides" developed by the state department of education that find wide acceptance by the schools throughout the state.<sup>1</sup>

The basic methods must then be adapted or modified where an attempt is made to meet the educational needs for those children who do not conform to the tight little compartment of normality. The education of mentally retarded children's needs cannot be met adequately in regular classes. Therefore, a specially trained teacher with an adequate method of teaching is necessary. The writer feels that a good methods book, should present the information from various sources, synthesize the materials into a meaningful sequence, develop programs of rehabilitation and instruction for these children, and describe the teaching procedures used with them. This research has been for students, teachers, supervisors, administrators,

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<sup>1</sup>Ibid., p. 10.

psychologists, and other interested in the problems of children who are retarded in intelligence.

Evolution of the problem.--The writer's interest in this problem developed during a conversation with an instructor as to what the content of a methods book should include. Therefore, the writer decided to analyze three professional books on methods of teaching mentally retarded children to determine the extent to which they satisfy certain criteria for these kinds of books.

Contribution to educational research.--It was the desire of the writer that the findings of this study will provide the necessary information in the selection of professional books on methods of teaching mentally retarded children.

Statement of the problem.--The problem involved in this study was to analyze three professional textbooks on methods of teaching mentally retarded children to determine the extent to which they satisfy certain criteria for these kinds of books.

Purpose of the study.--The purpose of the study was to examine the content of three professional textbooks on methodology to determine if the content includes the kind of information necessary to know in order to teach mentally retarded children effectively. More specifically, the purposes are:

1. To determine if these books contain information on the nature of mentally retarded children.

2. To determine if these books describe mentally retarded children.
3. To determine if these books contain objectives of a program for mentally retarded children.
4. To determine if these books contain an organized program for mentally retarded children.
  - A. Preschool
  - B. Primary
  - C. Intermediate
  - D. Junior High
  - E. Senior High
  - F. Post-School
5. To determine if these books present information on curriculum planning for mentally retarded children at the levels listed in purpose number four.
  - A. Preschool
    - a. motor coordination
    - b. social experience
    - c. sense training
    - d. speech training
  - B. Primary
    - a. physical skills
    - b. reading readiness
  - C. Intermediate
    - a. physical health
    - b. survival words
  - D. Junior High
    - a. varied social experiences
    - b. introduction to job requirement
    - c. continue tool subjects to maximum of the students ability.
    - d. occupation and vocation

E. Senior High

- a. concepts and attitudes for living
- b. academics as they relate to:
  - 1. budgeting
  - 2. social living
  - 3. job training
  - 4. school-work vocational training

F. Post-School

- a. vocational training
  - b. sheltered workshop
  - c. follow-up services
6. To determine if these books contain information on rehabilitation services for the mentally retarded as suggested in parts D, E, and F of purpose number five.

Definition of terms.--The basic terms used in this study were defined as follows:

1. "Content analysis" This term refers to a technique for the objective, systematic, and quantitative description of the manifest content of communication.<sup>1</sup>
2. "Mental retardation" This term refers to sub-average general intellectual functioning which originated during the developmental period and is associated with impairment in adaptive behavior.<sup>2</sup>
3. "Educable mentally retarded" This term refers to a child of school age found to have an IQ range from approximately 50 to 75 as determined by a qualified psychological examiner.<sup>3</sup>

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<sup>1</sup>Bernard Berelson, Content Analysis in Communication Research (Illinois: The Free Press Publishers, 1952). p. 18.

<sup>2</sup>Marion J. Erickson, The Mentally Retarded Children in the Classroom (New York: The MacMillan Company, 1965). p. 1.

<sup>3</sup>Georgia State Department of Education, A Guide to Curriculum Development for Educable Mentally Retarded Children (1956). pp. 38-40.

4. "Professional textbooks" This term refers to textbooks used in undergraduate and graduate schools.

Limitations of the study.--This study was limited to three recently published professional textbooks which deal with methods of teaching mentally retarded children. This study was further limited in that there was no standardized criteria for analyzing professional books used in preparing students for teaching mentally retarded children.

Locale and period of the study.--The central locale of this study was in the setting of the Trevor Arnett Library Atlanta University, Emory University Library, and Georgia State College Library.

The tasks involved in the collecting, assembling, treatment of the data, and the writing of research report, started during the summer of the school year 1967.

Description of the material and instruments.--The basic material used in this study were three professional textbooks on methods of teaching mentally retarded children. A check list was constructed on the basis of criteria identified in twenty-five books on methods.

The textbooks used in this study were:

Frankel, Max G. Functional Teaching of the Mentally Retarded. Springfield, Illinois: Charles C. Thomas Publisher, 1966.

Garton, Malinda D. Teaching the Educable Mentally Retarded. Springfield, Illinois: Charles C. Thomas Publisher, 1964.

Ingram, Christine P. Education of the Slow-Learning Child. New York: The Ronald Press Company, 1960.

Method of research.--The descriptive survey method of research employing the specific technique of content analysis of the selected professional textbooks were used to gather data to fulfill the purposes of this study.

Procedure.--Procedural steps in conduction of this study include:

1. Permission was secured from proper authorities to conduct this study.
2. Surveyed the pertinent literature related to the study and present it in summarized form.
3. Secured from educational publishing agencies copies of the books to be analyzed.
4. Formulated a check list for evaluating the textbooks. This check list was constructed on the basis of criteria identified in twenty-five books on methods.
5. Organize and categorize data in tables or charts employing the statistical treatment of percentages to clarify the purpose of the study.
6. Presented the findings, conclusion, implications, and recommendations which may be helpful to professors, teachers, and graduate students who are interested in teaching mentally retarded children.

Survey of related literature.--Literature in the area of content analysis is quite limited and has not changed very much in approach over the past 30 years.

To survey literature pertinent to this study, the writer feels it necessary to investigate studies related to content analysis. Several studies now show that content analysis plays an important role when used to describe trends in communication. Content taken at different times



provides a concise description of content trends in terms of relative frequencies of occurrence. Such descriptions of trends are often used in themselves; in addition, they provide data which can be correlated with corresponding changes on the part of the communicator or the audience.<sup>1</sup>

Berelson states that content analysis is: Often done to reveal the purpose, motives, and other characteristics of the communications as they (presumably) "reflected" in the content; or to identify the (presumable) effects of the content upon the attention, attitudes or acts of readers or listeners.<sup>2</sup>

The writer feels it is necessary to investigate the content of twenty-five professional books on methods of teaching in order to establish a check list for evaluation of the professional books to be analyzed. These books are listed in the bibliography.

Waples describes the evolution of print-communication as a medium of "mass communication", thusly:

Until the nineteenth century a communication by print was largely elite communication. A minority of writers communicate to a minority of readers, and print was discussed in literary terms and judged by literary values. With popular education and the penny press, however, communication by print has become mass communication. The minority still writes, but for all to read; and print is discussed in social terms and used for social purposes. More recently still, print has shared the field of mass communication with radio

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<sup>1</sup>Bernard Berelson, Content Analysis Communication Research (Glencoe: The Free Press, 1952). p. 29.

<sup>2</sup>Ibid., pp. 18-19.

and motion pictures. But despite their competition and some cases because of it, print exerts an effective influence upon public opinion.<sup>1</sup>

With the mounting importance of the method and techniques of effective mass communication it becomes necessary to obtain methods of evaluating and categorizing propaganda; literature; and any type of communication which would have its effects on the reader, listener, and more recently the viewer. Berelson defined this technique as follows: "Content analysis is a research technique for the objective, systematic and quantitative description of manifest content of communication."<sup>2</sup>

Berelson also states three general assumptions which are basic to content analysis.

1. Content analysis is often done to reveal the purposes, motives and other characteristics of the communicators as they are (presumably) reflected in the content; or to identify the (presumable) effects of the content upon the attention, attitudes, or acts of readers and listeners.
2. It is assumed that there is a common meeting ground between communicator and audience, that is: the content analysis assumes that the 'meanings' which he ascribes to the content, by assigning it to certain categories,

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<sup>1</sup>Douglas Waples, Print, Radio and Film in a Democracy Chicago: The University of Chicago Press, 1942). p. 41.

<sup>2</sup>Bernard Berelson, op. cit., p. 18.

corresponds to the 'meanings' intended by the communicator and/or understood by the audience.

3. Content analysis assumes that the quantitative description of communication content is meaningful..., that the frequency of occurrence of various characteristics of the content is itself an important factor in the communications, processes, under specific donations.<sup>1</sup>

Qualitative content analysis takes into account such characteristics as: careful counting especially for objectivity, precision and accuracy so that summarization can be easily made. Categories of large frequencies are set up for study. There is a desire for a large degree of specification. The materials to be analyzed are representative enough to justify the effort. Content areas are to be statistically related to numerical non-content areas.<sup>2</sup>

According to Berelson, there are five units to be considered in content analysis. However, one must choose the unit that best fits the type of analysis he wishes to do. The critical units in content analysis are: word, theme, character, (fictional, historical, et cetera), item, (newspaper-domestic-foreign, political, International affairs), space and time measures, (inches, paragraph, page or interrelation of units). To these five critical

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<sup>1</sup>. Ibid., p. 19.

<sup>2</sup>. Ibid., p. 20.

units Pool adds the unit of intensity of attitude.<sup>1</sup>

Margaret Jacobs states in her thesis that "the categories of content analysis are further delineated by such qualities of reaction-pattern as: pro-con, favorable-unfavorable, positive-negative, affirmative-negative, for-against, optimistic-pessimistic. During the 1930's and 1940's, frequency was used in terms of these categories. Since that time, contingencies are found to be more helpful. Contingencies are considered a quantitative procedure; for it involves counting also, but not how often it occurs, but how often it appears in conjunction with other symbolic units. The selection of units in analysis are words, phrases, ideas, sentences, paragraphs, columns, or whole articles."<sup>2</sup>

Jacobs also states that, "one of the major aims of content analysis in wide variety of fields is to infer motivational, emotional and attitudinal states in speakers or writers."<sup>3</sup> Jacobs also characterizes 'contingency analysis' thusly:

Contingency analysis is a different, more rigorously quantitative way of trying to get at some contextual

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<sup>1</sup> Ithiel de Sala Pool, Trends in Content Analysis (Urbana, Illinois: University of Illinois Press, 1959). p. 189.

<sup>2</sup> Margaret Jacobs, "A Content Analysis of Three Educational Journals (unpublished Master's thesis, School of Education, Atlanta University, 1962).

<sup>3</sup> Ibid., p. 13.

factors. It of course limits the contexts considered to those in the text. It does, however, permit one to interpret symbol 'A' differently when it appears accompanied by symbol 'B' than when it appears accompanied by symbol 'C'.<sup>1</sup>

Standardized categories of content analysis is something not agreed upon by the authorities in this field. It has been found that measuring content analysis is a difficult task since each person has various meanings and interpretations to what he hears.<sup>2</sup>

"The contingency method does enable us to determine what symbols are put in clusters or groups so that a way might be opened for standardizing the categories."<sup>3</sup>

Summary of Related Literature.--The review of related literature made distinct contribution to this study. The literature revealed that:

1. The technique of content analysis has grown very rapidly in recent years.
2. Content analysis applies mostly to the characteristic of content, form, producers of content, audience of content, and effect of content.
3. Content analysis is often done to reveal the purpose, motives, and other characteristics.
4. Content analysis assumes that the quantitative description of communication content is meaningful.
5. Quantitative content analysis takes into account such characteristics as: careful counting, especially for objectivity, precision and accuracy so that summarization can be easily made.
6. The critical units in content analysis are: word, theme, character, items, space and time.

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<sup>1</sup>Ibid., p. 12.

<sup>2</sup>Ibid., p. 12.

<sup>3</sup>Ithiel de Sola Pool, op. cit., p. 216.

7. Contingency analysis is a different, more rigorously quantitative way of trying to get at some contextual facts.

The survey of related literature aided the writer in the presentation and interpretation of the content of this thesis.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

Foreword.--The organization and analysis of the data pertinent to this research has been organized as follows: (a) The introduction which presents the overall frame-of-reference for the study; (b) The operational steps in securing data; (c) The identification and organization of the materials; (d) The presentation, analysis, and interpretation of the data derived from the study.

Introduction.--In order to fulfill the purpose of this study, the writer saw fit to establish a check list by identifying information found in twenty-five books on methods of teaching mentally retarded children.

The major purpose of this study was to examine the content of three professional textbooks on methodology, to determine if the content includes the kinds of information necessary to know in order to teach mentally retarded children effectively.

It is necessary for teachers of mentally retarded children to have a good background in methods of teaching. These methods for stimulating and teaching mentally retarded children, are the same as for normal children, although special approaches are emphasized in teaching the retarded.

The twentieth century marks a period in American public education in which the goal of equal opportunity for all American children is coming to fruition. Special education is a service for the child who deviates physically, mentally, or socially to such a degree that he cannot derive an optimal education from the regular school program.

Educating retarded children by appropriate procedures has been shown to be of value to the individual and to society. Through an educational program adapted to their needs and capacities, they are able to (1) Lead fuller and more satisfying lives, (2) Develop a better understanding of their own problems and make a better adjustment to them, (3) Become more socially adequate, and (4) Achieve greater economic independence.<sup>1</sup> The method of instruction that a teacher uses will play a vital part in helping the retarded child meet these needs.

It is important for teachers to obtain a perspective. They need to know what methods people have used in the education of the mentally retarded, why they used these methods, how to get the best results from known methods, and how to develop new ones. It is possible that in past years some techniques have evolved that were successful even though one may not agree with the explanations or reasons given for their use.

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<sup>1</sup>Samuel A. Kirk, Educating the Retarded Child (Cambridge, Massachusetts: Houghton-Mifflin Company, 1951). p. 5.



It is the desire of the writer that the findings of this research will help in the selection of an adequate professional textbook on methods of teaching mentally retarded children.

Operational steps used in securing the data.--Since various studies and experts in the field of mental retardation indicate that concepts basic to special education are important and should be emphasized, it is essential to know to what extent the professional textbooks on methods of teaching mentally retarded children are helping to meet this responsibility. The following steps were used to elicit this information:

1. Three professional textbooks on methods of teaching the mentally retarded children were selected to be analyzed.
2. A check list was constructed by identifying major concepts found in twenty-five books on methods.
3. The construction of a rating scale shows the amount of information given to each concept.
4. Each textbook was examined, using the check list as criteria and guide.

Identification and organization of materials.--Three professional textbooks on methods of teaching mentally retarded children were selected and used in this study. These three books were located in the Trevor Arnett Library of Atlanta University. The books were analyzed according to their basic concepts. The books were also given a Roman Numeral and retained this identifying numeral throughout

the study. The three textbooks are listed below:

- I. Frankel, Max G. Functional Teaching of the Mentally Retarded. Springfield, Illinois: Charles C. Thomas Publisher, 1966.
- II. Garton, Malinda D. Teaching the Educable Mentally Retarded. Springfield, Illinois: Charles C. Thomas Publisher, 1964.
- III. Ingram, Christine P. Education of the Slow-Learning Child. New York: Ronald Press Company, 1960.

The three textbooks chosen for this study were analyzed according to six major concepts, they are as follows:

- A. The nature of mental retardation.
- B. The description of mentally retarded children.
- C. The objectives of a program for the mentally retarded.
- D. Organized programs for the mentally retarded.
- E. Curriculum planning and educational procedures for the mentally retarded.
- F. Rehabilitation services for the mentally retarded.

The check list used in this study was designed to meet the requirements of the opinions and/or criteria of authorities in the field of mental retardation. In addition, the check list was designed to determine the degree of emphasis placed on each concept, if included or not included in the textbook. Four categories were used on the check list to indicate the degree of emphasis given each concept. The categories thought to be appropriate

for this study were:

|                         |  |
|-------------------------|--|
| Excellent or 1 .....    | Highest in rank (the concepts were thought to be very apparent or obviously emphasized in the book). |
| Good or 2 .....         | Second in rank (the concepts were less apparently emphasized in the book).                           |
| Fair or 3 .....         | Third in rank (the concepts were included but not emphasized in the textbook).                       |
| No Treatment or 4 ..... | Lowest in rank (the concepts were not included in the textbooks).                                    |

Each textbook was examined, using the check list as criteria and guide. If the concepts were thought to be very apparent or obviously emphasized in the textbook, the excellent category was checked. If the concepts were thought less apparently emphasized in the book, the good category was checked. If the concepts were included, but not emphasized, the fair category was checked. If the concepts were not treated at all in the opinion of the analysis, the no treatment category was checked.

Discussion of the content of each textbook.--In the section to follow is a general discussion of the content material of each of the three selected textbooks.

Functional Teaching of Mentally Retarded (Frankel)-  
Textbook I, authored by Max G. Frankel treats only three concepts listed on the checklist. The objective of a program is discussed in the first chapter of the textbook.

This chapter carries seven pages or .03% of the space allotted in the textbook. Description of mentally retarded children was also discussed in the first chapter of the textbook. However, the author did not give a complete description of mentally retarded children in that it included only a brief discussion of the characteristics of mentally retarded children.

The major areas which the author of this textbook was concerned are: (1) The means of functional teaching; (2) The relation of historical and contemporary theories to functional teaching; (3) Teaching motor activities; (4) Initial perceptual training; (5) Advance perceptual training; and (6) Motor-perceptual integration. These areas carry about 53 pages of 22% of the space allotted in the textbook. In part II of the textbook the author was concerned with the following concepts: (1) Basic physical-perceptual development; (2) Advanced physical-perceptual skills; and (3) Integrated physical-perceptual skills. These areas carried about 160 pages or 62% of the space allotted in the textbook. The book contained eight chapters in part I, and part II contained areas of instruction. The first and fourth chapters devoted the greatest amount of information toward the suggested criteria. This book ranked "Fair" or third on the qualitative interpretation rating scale.

Teaching the educable mentally retarded (Garton)-  
Textbook II, authored by Malinda Dean Garton covers thirteen

major topics. (1) Objectives for the educable mentally retarded; (2) Characteristics of the educable mentally retarded; (3) Teaching characteristics; (4) The curriculum; (5) Units of work; (6) Writing; (7) Spelling; (8) Music; (9) Arts and crafts; (10) Audio-visual and other sensory training; (11) Sociogram; (12) Arithmetic; (13) Arithmetic-other topics. Within the confines of this textbook, all of the concepts listed in the check list, with the exception of one, were treated. Each major topic was a chapter in the textbook. The lowest number of pages devoted to any major topic was 46 or 13% of the textbook space. The chapter on the curriculum covers 46 pages, and the chapter on music covers five pages. This textbook ranked "Good" or second on the qualitative interpretation rating scale. Rehabilitation services for the mentally retarded is the only concept that the author does not treat.

Education of the Slow-Learning Child (Ingram)-Textbook III, authored by Christine P. Ingram is divided into five parts, and twenty chapters. The parts of the textbook are as follows: Part I, Focus on mental retardation; Part II, The educable retarded child and his needs; Part III, Organization of the program; Part IV, Development of the program at various levels; Part V, Rehabilitation services and trends.

The twenty chapters are as follows: (1) Mental retardation; (2) The severely retarded child; (3) The educable retarded child (4) Guiding principles and facts;

(5) Implications from studies of community adjustments; (6) Objectives for educational programs; (7) Organization of special classes; (8) Selection of children for the program (9) Guidance for retarded children; (10) Growth in attainments; (11) Means of furthering growth; (12) Unit selection and planning; (13) Carrying out the unit; (14) Unit preparation and execution; (15) Units for elementary age groups; (16) Acquiring the language arts; (17) Acquiring the language skills; (18) The secondary school program; (19) Rehabilitation of the mentally retarded; and (20) Significant trends. Within the confines of this textbook, all of the concepts listed on the check list were treated. The lowest number of pages devoted to any concept was ten or 2.5% of the textbook space. The highest number of pages devoted to any concept was 84 or 20.0% of the textbook space. The chapter on significant trends received ten pages, and the chapters on units received 84 pages. This textbook ranks "Excellent" or first on the qualitative interpretation rating scale.

Introduction to the presentation of the tabular data.--The quantitative data on the content-analysis of the conceptual and philosophical frame-of-reference of the three professional textbooks have been organized in a series of six basic tables. There is one table for the number and percent of pages treated or not treated for the respective concepts; one table for the concept rating of each author; one table for the qualitative interpretation

of each professional textbook; and one table on the rank order of the six concepts or areas.

Reliability of the data.--The basic criteria for reliability for this research are: (a) The representativeness of the sources (authorities and materials) and (b) The objectivity and accuracy manifested in interpreting and reporting the data.

Basic findings.--The significant findings of this research are presented in tabular form in six tables. Each table represents the degree of emphasis for each textbook in each category. Totals and averages are assigned to each table.

Tabular data.--The tabulations in Table I, page 26, show the numbers of pages per textbook that was devoted to each of the six concepts. Textbook III, authored by Ingram, contained the largest number of pages, 390. Textbook I, authored by Frankel, contained the smallest number of pages, 241. Of the concepts treated, Textbook III, authored by Ingram, devoted the highest percent, 42.5% of its pages to the concepts. Textbook II, authored by Garton, had the second highest percent, 38.8% of its pages devoted to the concepts. Book I, authored by Frankel, devoted the smallest percent, 14.9% of its pages to the concepts.

TABLE I

PAGE AND PERCENT OF CONCEPTS TREATED  
IN THE TEXTBOOK

| CONCEPT OR AREA | TEXTBOOKS      |                 |                  |
|-----------------|----------------|-----------------|------------------|
|                 | I<br>(241 pp.) | II<br>(296 pp.) | III<br>(390 pp.) |
| A               | 0 or 0%        | 16 or 5.4%      | 20 or 5.1%       |
| B               | 7 or 2.9%      | 20 or 6.7%      | 42 or 10.7%      |
| C               | 7 or 2.9%      | 7 or 2.3%       | 12 or 3.0%       |
| D               | 0 or 0%        | 20 or 6.7%      | 26 or 6.6%       |
| E               | 22 or 9.1%     | 52 or 17.5%     | 54 or 13.8%      |
| F               | 0 or 0%        | 0 or 0%         | 12 or 3.0%       |
| TOTALS          | 36 or 14.9%    | 115 or 38.8%    | 166 or 42.5%     |

The tabulation in TABLE II, page 26, indicates that Book I, authored by Frankel, ranked lowest among the three textbooks because three concepts were not treated by the author. However, the author did treat three of the concepts:

TABLE II

## CONCEPT RATING ACCORDING TO CHECK LIST

| CONCEPT                          | TEXTBOOK I |      |      |              |
|----------------------------------|------------|------|------|--------------|
|                                  | EXCELLENT  | GOOD | FAIR | NO TREATMENT |
| A                                |            |      |      | 4            |
| B                                |            |      | 3    |              |
| C                                |            |      | 3    |              |
| D                                |            |      |      | 4            |
| E                                |            | 2    |      |              |
| F                                |            |      |      | 4            |
| TOTALS                           |            | 2    | 6    | 12           |
| AVERAGE RATING OF TOTAL CONCEPTS |            |      |      | 3.3          |



(B) The description of mentally retarded children; (C) The Objectives of a program for the mentally retarded; and (E) Curriculum planning for the mentally retarded.

TABLE III, page 27, indicates that Textbook II, authored by Garton, ranked second among the three textbooks. The author treated five of the concepts: (A) The nature of mental retardation; (B) The description of mentally retarded children; (C) The Objectives of a program for the mentally retarded; (D) Organized programs for the mentally retarded; and (E) Curriculum planning and educational procedures for the mentally retarded. The author rated excellent in her treatment of two of the concepts, A and C. She gave no treatment to concept F, rehabilitation services for the mentally retarded.

TABLE III

## CONCEPT RATING ACCORDING TO CHECK LIST

| CONCEPT                          | TEXTBOOK II |      |      |              |
|----------------------------------|-------------|------|------|--------------|
|                                  | EXCELLENT   | GOOD | FAIR | NO TREATMENT |
| A                                | 1           |      |      |              |
| B                                |             | 2    |      |              |
| C                                | 1           |      |      |              |
| D                                |             |      | 3    |              |
| E                                |             | 2    |      |              |
| F                                |             |      |      | 4            |
| TOTALS                           | 2           | 4    | 3    | 4            |
| AVERAGE RATING OF TOTAL CONCEPTS | 2.2         |      |      |              |

The tabulation in TABLE IV, indicates that Textbook III, authored by Ingram, ranked highest among the three textbooks. The author treated all six concepts, receiving an excellent rating on five of the concepts and a good rating on the sixth.

TABLE IV  
CONCEPT RATING ACCORDING TO CHECK LIST

| CONCEPT                          | TEXTBOOK III |      |      |              |
|----------------------------------|--------------|------|------|--------------|
|                                  | EXCELLENT    | GOOD | FAIR | NO TREATMENT |
| A                                |              | 2    |      |              |
| B                                | 1            |      |      |              |
| C                                | 1            |      |      |              |
| D                                | 1            |      |      |              |
| E                                | 1            |      |      |              |
| F                                | 1            |      |      |              |
| TOTALS                           | 5            | 2    |      |              |
| AVERAGE RATING OF TOTAL CONCEPTS |              |      |      | 1.2          |

TABLE V, indicates the qualitative interpretation of three professional textbooks on methods of teaching mentally retarded children. In rating the textbooks, all of the textbooks were placed in one of the four categories according to numerical ratings which are as follows:

| <u>Numerical Rating</u> | <u>Interpretation</u>   |
|-------------------------|-------------------------|
| 1.0 - 1.8               | Excellent               |
| 1.9 - 2.7               | Good                    |
| 2.8 - 3.6               | Fair                    |
| 3.7 - 4                 | Absent or<br>Inadequate |

Textbook I, authored by Frankel, received a numerical rating of 3.3 which is considered "Fair". Textbook II, authored by Garton, received a numerical rating of 2.2 which is considered "Good". Textbook III, by Ingram, received a rating of 1.2 which is considered "Excellent".

TABLE V

THE QUALITATIVE INTERPRETATION OF THREE  
PROFESSIONAL TEXTBOOKS ON METHODS

| BOOK | INTERPRETATIVE RATING |      |      |              | RANK |
|------|-----------------------|------|------|--------------|------|
|      | EXCELLENT             | GOOD | FAIR | NO TREATMENT |      |
| I    |                       |      | X    |              | 3    |
| II   |                       | X    |      |              | 2    |
| III  | X                     |      |      |              | 1    |

An analysis of the concepts or areas as treated in the three textbooks.--The following were treated, to some degree, in each of the three methods books as observed in TABLE IV. These concepts are: (B) Description of mentally retarded children; (C) Objectives of a program for the mentally retarded; and (E) Curriculum planning and educational procedures. The overall picture of the three textbooks reveals that concept (E), Curriculum planning, received a grand total of 128 pages; concept (B), Description of mentally retarded children, received a grand total of 69 pages; concept (C), Objectives of a program for the mentally retarded, received a total of 26 pages.

TABLE VI, page 30, shows the rank order of each concept area.

TABLE VI  
RANK ORDER OF SIX CONCEPTS OR AREAS

| CONCEPT OR AREA                                      | PAGES PER TEXTBOOK |                 |                  |
|--|--------------------|-----------------|------------------|
|  | I<br>(241 pp.)     | II<br>(296 pp.) | III<br>(390 pp.) |
| A. NATURE OF MENTAL RETARDATION                      | 0                  | 16              | 20               |
| B. DESCRIPTION OF MENTALLY RETARDED CHILDREN         | 7                  | 20              | 42               |
| C. OBJECTIVES OF A PROGRAM FOR THE MENTALLY RETARDED | 7                  | 7               | 12               |
| D. ORGANIZED PROGRAM FOR THE MENTALLY RETARDED       | 0                  | 20              | 26               |
| E. CURRICULUM PLANNING AND EDUCATIONAL PROCEDURES    | 22                 | 52              | 54               |
| F. REHABILITATION SERVICES FOR THE MENTALLY RETARDED | 0                  | 0               | 12               |
| TOTALS   | 36                 | 115             | 166              |

The following concepts were not treated in Textbook I: (A) Nature of mental retardation; (D) Organized program for the mentally retarded; and (F) Rehabilitation services for the mentally retarded. Concept (F) was not treated in Textbook II, authored by Garton. Textbook III treated all

concepts listed on TABLE VI.

Ranking order of the six concepts or areas.--The following steps were used in ranking the six concepts or areas of mental retardation as indicated on the check list:

1. A survey was made to abstract all concepts that were treated in each textbook.
2. These concepts or areas abstracted were arranged according to the amount or number of pages devoted to the concept or area.
3. Another survey was made to abstract all concepts or areas that were treated in all but one of the textbooks. These concepts or areas were arranged according to the total number of pages consumed. This procedure was continued in succession until all concepts were properly ranked.

### CHAPTER III

#### SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

Introduction.--The colleges and universities are doing their part in producing capable teachers that will work toward meeting the needs of this ever growing society.

The textbooks used by colleges and universities to train teachers contain a great deal of knowledge that is passed on by experts in the field of mental retardation. Of course, experts differ in opinions, and each expert tries to convey his basic philosophy to the students of special education.

There are many basic concepts and theories that are deemed necessary for teachers of the retarded to know. These concepts and theories are classified and grouped so that the training program can be uniform and apply to as many concerned individuals as possible. It was the intent of this study to determine the amount of emphasis placed on the concepts and theories in three professional textbooks on methods of teaching mentally retarded children.

The report of this research presented in Chapter I, indicated that the problem involved was to analyze three professional textbooks on methods of teaching

mentally retarded children to determine the extent to which they satisfy criteria for these kinds of books.

The findings of this study may serve as a guide in the selection of a professional textbook on methods of teaching mentally retarded children.

The major limitations of this study were to limit the selected textbooks to three. This study was further limited in that there was no standardized criteria for analyzing professional textbooks.

The basic purpose of the study was to examine the content of three professional textbooks on methodology to determine if the content includes the kind of information necessary to know in order to teach mentally retarded children effectively.

Recapitulation of research design.--Significant aspects of the research design are outlined below.

1. Locale and Period of the Study-This study was conducted at the School of Education, Atlanta, University, Atlanta, Georgia, during the summer, 1967.
2. Method of Research-The Descriptive Survey Method of research, utilizing the specific techniques of content analysis and statistical treatment, was used to gather data required for this research.
3. Materials-The materials involved in this research were: (a) Three professional textbooks on methods of teaching mentally retarded children. (b) A checklist designed to analyze the three textbooks.
4. Instruments-The major instrument used to collect the data was a specifically constructed checklist, designed to analyze the three textbooks used in the study.

5. Criteria of Reliability-The basic criteria of reliability for research are: (a) The representativeness of the sources (authorities and materials) and (b) The objectivity and accuracy manifested in interpreting and reporting the data.
6. Treatment of data-The data collected through the use of the check list were treated with reference to degree and percent of emphasis given by each of the textbooks. The data has been assembled in tabular form and has been presented in Chapter II.

Summary of related literature.--The more significant and discriminating theories, principles, and procedures of "content analysis" gained from the purview of the literature pertaining thereto are characterized in the separate statements below.

1. Communication prior to the nineteenth century was written by a minority, but for the majority to read.
2. Communication is now shared by radio, motion picture and television. However, print still is an effective influence upon public opinion.
3. Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication.
4. Content analysis is often done to reveal the purposes, motives and characteristics of the communicator upon the attention, attitudes, and acts of the reader or listener.
5. There is a common meeting ground between communicator and audience.
6. In content analysis the quantitative factor is important and meaningful.



7. In identifying content analysis techniques, one might use the entire language, styles of various periods, words, theme, time and space measures, types of discourse, and authors.
8. Objectivity, precision and accuracy are factors in qualitative content analysis.
9. Other categories of content analysis can be delineated as "pro-con", "favorable-unfavorable", "positive-negative", "for-against", et cetera.

Summary of basic findings.--The significant findings of this research on three professional textbooks are summarized and are presented in the paragraphs to follow.

Table I shows the number of pages each author devoted to the concepts. Textbook I, authored by Frankel devotes the smallest number of pages, 36 or 14.9% of the book. Textbook II, authored by Garton, devoted 115 or 38.8% of the book. Textbook III, authored by Ingram, devoted 166 pages or 42.5% of the book.

Table II indicates that Textbook I, authored by Frankel ranked lowest among the three textbooks, because there were no treatments for concepts: (B) The description of mentally retarded children; (C) Objectives of a program for the mentally retarded; and (E) Curriculum planning and educational procedures for the mentally retarded.

Table III indicates that Textbook II, authored by Garton, ranked second among the three books. The author treats five of the concepts two of which received excellent ratings.

Table IV indicates that Textbook III, authored by Ingram, ranked highest among the three books. The author treats all six of the concepts, receiving an excellent rating on five of the concepts.

Table V indicated the qualitative interpretation of the three books. Textbook I, authored by Frankel received a rating of 3.3 which is considered "Fair". Textbook II, authored by Garton, received a rating of 2.2 which is considered "Good". Textbook III received a rating of 1.2 which is considered "Excellent".

Table VI shows the rank order of each concept area. Concept (E), curriculum planning, received a grand total of 128 pages. Concept (B), Description of mentally retarded children, received a total of 69 pages. Concept (C), Objectives of a program, received a total of 26 pages.

Conclusions.---The analysis and interpretation of the data pertinent to this study of three professional textbooks, on methods of teaching mentally retarded children, seems to warrant the following conclusions:

1. That the data indicated that of the six concepts treated, three of them should be included in a methods textbook; they are:

(B) Description of mentally retarded children, (C) Objectives of a program for the mentally retarded, and (E) Curriculum planning for the mentally retarded.

2. That of the three books analyzed, Christine P. Ingram's book Education of The Slow-Learning Child, is considered to include the kind of information necessary to know in order to teach mentally retarded children effectively.

Implications.--After a careful and thorough examination of the amount of emphasis placed on the concepts or areas, the following implications were considered.

1. There were two textbooks that strongly emphasized the concepts with some excepted guidelines to follow; these books were Education of the Slow-Learning Child and Teaching the Educable Mentally Retarded.
2. There seemed to be some agreement among the authors concerning the kinds of information that should be included in the content of books on teaching the mentally retarded.

Recommendations.--Careful analysis and interpretations of the basic findings, conclusions, and implications from this research would appear to warrant the following recommendations:

1. In the selection of a methods book, one should analyze the book before adopting it as a text.
2. The content should include information on the following:
  - A. Nature of Mental Retardation
  - B. Description of Mentally Retarded Children
  - C. Objectives of a Program for the Mentally Retarded

- D. Organized Program for the Mentally Retarded
  - E. Curriculum Planning and Educational Procedure for the Mentally Retarded
  - F. Rehabilitation Services for the Mentally Retarded
3. It is felt that all of the textbooks include valuable information needed to know in order to teach the mentally retarded effectively.

## APPENDIXES

## APPENDIX A

### Book List

The following list includes the twenty-five professional books used in this study.

| <u>Publisher and Location</u>              | <u>Book</u>   |
|--|---|
| Philosophical Library, New York            | <u>The Slow Learner</u>   |
| Prentice-Hall, Englewood, N.J.             | <u>Education of<br/>Exceptional Children<br/>and Youth</u>              |
| The Garrard Press, Champaign, Ill.         | <u>Helping Handicapped<br/>Children in School</u>                       |
| The Council for Exceptional<br>Children    | <u>Teaching Aids and<br/>Toys for Handicapped<br/>Children</u>          |
| Bureau of Publications, New York           | <u>Child Guidance in<br/>the Classroom</u>                              |
| The Council for Exceptional<br>Children    | <u>Educable Retarded<br/>Children in Elementary<br/>Schools</u>         |
| MacMillan Company, New York                | <u>The Mentally Retarded<br/>Child in the Classroom</u>                 |
| Teachers College, Columbia<br>University   | <u>The Curriculum of the<br/>Special Class</u>                          |
| Porter Sargent Publisher,<br>Boston        | <u>Special Education for<br/>the Exceptional</u>                        |
| Charles C. Thomas, Springfield<br>Illinois | <u>The Tutoring of<br/>Brain-Injured Mentally<br/>Retarded Children</u> |

| <u>Publisher and Location</u>                     | <u>Book</u>   |
|---|---|
| Public School Publisher,<br>Illinois              | <u>The Retarded Child: How<br/>to Help Him</u>                    |
| The MacMillan Company, New York                   | <u>Teaching Dull and<br/>Retarded Children</u>                    |
| Prentice-Hall, New Jersey                         | <u>Education for the<br/>Slow Learner</u>                         |
| Charles E. Merrill Books,<br>Columbus, Ohio       | <u>The Slow Learner in<br/>the Classroom</u>                      |
| Charles E. Merrill Books,<br>Columbus, Ohio       | <u>The Exceptional Child</u>                                      |
| University of London Press,<br>London             | <u>Education of Backward<br/>Child</u>                            |
| Houghton Mifflin Co.,<br>Cambridge, Massachusetts | <u>Educating the Retarded<br/>Child</u>                           |
| Appleton-Century-Crafts Co.,<br>New York          | <u>The Child and His<br/>Curriculum</u>                           |
| University of Illinois Press,<br>Illinois         | <u>Curriculum Development<br/>in the Elementary School</u>        |
| Harper & Brothers, New York                       | <u>Teaching the Slow-<br/>Learning Child</u>                      |
| Charles C. Thomas, Springfield,<br>Illinois       | <u>A Curriculum for the<br/>Mentally Retarded Young<br/>Adult</u> |
| Routledge & Kegan Paul,<br>London                 | <u>The Education of the<br/>Slow Learning Child</u>               |
| Houghton Mifflin Co., Boston,<br>Massachusetts    | <u>The Education of<br/>Handicapped Children</u>                  |
| Charles C. Thomas, Springfield,<br>Illinois       | <u>Educable and Trainable<br/>Mentally Retarded<br/>Children</u>  |
| Teachers College Contribution<br>to Education     | <u>Learning of Bright and<br/>Dull Children</u>                   |

## APPENDIX B

### Checklist

| Major Concepts  | RATING |   |   |   |
|---|--------|---|---|---|
|   | 1      | 2 | 3 | 4 |
| A. NATURE OF MENTAL RETARDATION   |        |   |   |   |
| 1. Definition<br>2. Causes<br>a. endogenous<br>b. exogenous<br>c. idiopathis<br>3. Types<br>a. educable<br>b. trainable<br>c. custodial<br>d. mongoloid<br>e. hydrocephalic<br>f. microcephalic<br>4. Treatment |        |   |   |   |
| B. DESCRIPTION OF MENTALLY RETARDED CHILDREN  |        |   |   |   |
| 1. Characteristics<br>a. physical<br>b. height<br>c. weight<br>d. physical defects<br>2. Intellectual<br>a. I.Q.<br>3. Social<br>a. peer group<br>b. self-direction   |        |   |   |   |
| C. OBJECTIVES OF A PROGRAM FOR THE MENTALLY RETARDED  |        |   |   |   |



## Checklist--Continued

| Major Concepts  | RATING |   |   |   |
|---|--------|---|---|---|
|   | 1      | 2 | 3 | 4 |
| 1. Self-realization<br>2. Understanding human relations<br>3. Economic efficiency<br>4. Civic responsibility  |        |   |   |   |
| D. ORGANIZED PROGRAM FOR THE MENTALLY RETARDED  |        |   |   |   |
| 1. School organization <ul style="list-style-type: none"> <li>a. pre-school</li> <li>b. primary</li> <li>c. intermediate</li> <li>d. junior high</li> <li>e. senior high</li> <li>f. post school</li> </ul> 2. The Initial Class <ul style="list-style-type: none"> <li>a. special teacher</li> <li>b. homogeneity</li> <li>c. examination and diagnosis</li> <li>d. integrative activities</li> </ul>                        |        |   |   |   |
| E. CURRICULUM PLANNING AND EDUCATIONAL PROCEDURES FOR THE MENTALLY RETARDED   |        |   |   |   |
| 1. Unit method <ul style="list-style-type: none"> <li>a. selection</li> <li>b. planning</li> <li>c. carrying-out</li> <li>d. unit selection at varied levels</li> </ul> 2. Traditional method<br>3. Functional method<br>4. Pre-school <ul style="list-style-type: none"> <li>a. motor coordination</li> <li>b. social experience</li> <li>c. sense training</li> <li>d. speech training</li> <li>e. health habits</li> </ul> |        |   |   |   |

## Checklist--Continued

| Major Concepts   | RATING |   |   |   |
|--|--------|---|---|---|
|  | 1      | 2 | 3 | 4 |
| 5. Primary<br>a. health, mental and physical<br>b. sense training<br>c. reading readiness<br>d. visual and auditory discrimination<br>e. language and writing<br>f. speech and music<br>g. motor coordination<br>6. Intermediate<br>a. physical health and skills<br>b. oral expressions<br>c. language arts<br>d. survival words<br>7. Junior high<br>a. varied social experience<br>b. introduction to job experience<br>c. continue tool subjects<br>d. occupation and vocation<br>8. Senior high<br>a. concepts and attitudes for living<br>b. academics as they relate to:<br>budgeting<br>social-living<br>job training<br>school-work vocation training<br>9. Post-school<br>a. vocational training<br>b. sheltered workshop<br>c. follow-up services |        |   |   |   |
| F. REHABILITATION SERVICES FOR THE MENTALLY RETARDED   |        |   |   |   |
| 1. Occupational classification<br>a. semi-skilled and commercial trade<br>b. occupational workers<br>c. sheltered workshop<br>d. sheltered workers in homes  |        |   |   |   |

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